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ABSTRACT

An interim program performance report is presented for the sixth year of the Handicapped Children's Early Education Program (HCEEP) entitled "A Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented" (RAPYHT), based at the University of Illinois. Technical assistance was provided to three major target groups: replication site personnel, children and parents, and awareness audiences. Twenty-one sites were identified and site personnel were trained. Direct costs per site were reduced by 73% during this second year of the field-based model of outreach. Overall rating of RAPYHT training and materials by teachers was 3.22 on a 4.0 scale. The replication sites and the demonstration site screened 1,306 handicapped children, of whom 84 were identified as having one or more potential talent areas and received talent programming based on the RAPYHT model. Among 12 appendices are data on evaluation of workshops and conferences, progress of sites in replication of the RAPYHT model, satisfaction with the model, evaluation of child progress, and evaluation of the cost-effectiveness of the model of outreach. Sample documents include the site screening questionnaire and the replication agreement. (Author/JW)

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ED257281

DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION

Program Performance Report
for
Handicapped children's Early Education Program

1. Date of Report: September 30, 1984

2. Grant Number: G 008302884

3. Period of Report: October 1, 1983 - September 30, 1984

4. Grantee Name and Descriptive Name of Project:

The Board of Trustees
The University of Illinois
Urbana, Illinois 61801

A Model Program for Retrieval and Acceleration of
Promising Young Handicapped and Talented (RAPYHT)

5. Certification. I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Merle B. Karnes

Merle B. Karnes, Project Director

EC 17-2708

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INTRODUCTION

This report presents the outcomes of the goals, objectives, and evaluation results of the RAPYHT Project during the 1983-1984 (sixth) year of outreach and demonstrates that all proposed goals have been met. The information is presented in three major sections: a short summary of impact; charts listing goals, objectives, activities, and outcomes; and appendices which display evaluation data in both narrative and tabular form.

Technical assistance was provided to three major target groups: replication site personnel, children and parents, and awareness audiences. The report demonstrates a strong overall site satisfaction with the model, the training, and materials. Twenty-one (21) sites were identified and trained. All of the sites which replicated the model are planning to identify and program for potentially gifted/handicapped within their agencies during 1984-1985. The replication sites and the demonstration site screened 1,306 handicapped children, out of whom 84 were identified to have one or more potential talent areas for programming. These 84 children received talent programming based on the RAPYHT Model. In an effort to improve and streamline the replication process, RAPYHT has developed new training workshops and materials while continuing the revision of previously developed material.

In the interest of cost containment, the RAPYHT staff have developed a new model of field-based (as opposed to Demonstration Site based) replication specialists. This organizational change has dramatically increased cost effectiveness. (For details, see Appendix F.)

I. Summary: Indicators of Impact

I. Summary: Indicators of Impact

A. Effectiveness of Training

The overall rating for on-site workshops was 4.22 on a 5.0 scale with 5.0 = excellent (see Table A1). The overall rating for conferences and consultations was 3.44 on a 5.0 scale (see Table A2).

The overall rating of site staff capabilities in all components of the RAPYHT Model as assessed by Site Coordinator and the Replication Specialist was 3.94 on a 5.0 scale (5.0 = highest possible rating).

The overall rating of the RAPYHT training by site coordinators in terms of site satisfaction was 2.86 on a 4.0 scale (4.0 = highest possible rating). The overall rating of RAPYHT training and materials by teachers was 3.22 on a 4.0 scale (4.0 = highest possible rating). (See Appendices A, B, and C for details.)

B. Child Progress

Child progresss in creativity was assessed by the standardized test Thinking Creatively in Action and Movement by Paul Torrance. Progress on Imagination subtest reached a statistically significant levels ($p < .01$). Fluency approached significance with $p < .07$.

Gains in talent areas were assessed by the Project-developed instrument, the Talent Assessment and Program Planning Guide. The overall progress across talent areas was significant at $p < .01$. (See Appendix D for details.)

C. Cost Effectiveness

This was the second year for the field-based model of outreach which employed replication specialists who have previously trained at the Demonstration Site and are now based near replication sites. Due to reduced personnel costs and reduced travel costs, this model again proved to be highly cost-effective. Total Direct Costs per site was reduced by 73%. (See Appendix E for details.)

D. Dissemination and Awareness

A total of 9421 training and awareness materials describing the RAPYHT Model and technical assistance were disseminated. Project Director Dr. Merle B. Karnes gave a total of 8 awareness workshops and presentations to a total of 905 participants across the county. A total of 127 individuals visited the Demonstration Site classrooms at the University of Illinois.

II. Goals, Objectives, and Outcomes

Project Goals and Objectives, 1983-1984

Goal 1.0: The RAPYHT Project will create awareness of the RAPYHT Model, the importance of early identification and programming, and the long- and short-term benefits of implementing the model.

Objectives

1.1 RAPYHT will appear in programs and present workshops throughout the country to provide information about the model, about components of the model, and about the replication process.

Activities/Results: Contacts were made to Replication Specialists based in the field to conduct initial awareness campaigns. The Replication Specialists in turn contacted potential site coordinators to provide assistance in the process of completing site screening questionnaires.

The RAPYHT model overview film, fliers, and sample material packets were provided to the Replication Specialists for awareness activities. The Replication Specialists made awareness presentations at board meetings, staff/faculty meetings, and on an individual basis. From these awareness presentations twenty-one sites were selected to train in the model.

Dr. Merle B. Karnes, Project Director, gave a total of 8 awareness workshops and presentations of the RAPYHT model to a total of 905 participants. See Appendix G for a listing of conferences.

1.2 The RAPYHT Project will encourage interested persons to visit the demonstration classes at the University of Illinois. An interpretation and handouts will be provided to visitors.

Activities/Results: Four classrooms incorporating the RAPYHT model operated at Colonel Wolfe School during the 1982-1983 school year. These classrooms had a total of 127 visitors.

1.3 RAPYHT model will distribute printed materials and information about the model, components of the model, and the replication process.

Activities/Results: Numerous RAPYHT materials were distributed to both the sites involved in the RAPYHT training and others requesting RAPYHT materials. The following is a breakdown of the type and number of materials distributed.

Screening and Identification Manual	137
Parent Questionnaires	786
Teacher Checklists	143
General Programming Manuals	133
Talent Assessment and Program Planning Guide	236
Talent Activities Manual	135
Talent Activities for the Home	135
Nurturing Talent Guides (Set of 8 manuals)	137
Divergent Lesson Plans	5
Convergent Lesson Plans	5

Evaluative Lesson Plans	5
Parent Needs Assessments	282
RAPYHT Brochures	278
Handouts	6904

There were 25 mail requests for RAPYHT information and 10 phone requests. These resulted in an additional 35 brochures being mailed out and 52 additional handouts.

1.4 The RAPYHT staff will publish articles in appropriate journals about the model.

Activities/Results: The following articles appeared in journals:

Karnes, M. B. Special Children . . . Special Gifts. Children Today, September-October, 1984.

Karnes, M. B. Nurturing the Talented/Gifted Handicapped. Early Years: K-8, October, 1984.

Goal 2.0: The RAPYHT Project will provide technical assistance to each identified site so that personnel will develop the competencies and resources needed to replicate the model.

Objectives

2.1 Each site will identify potentially gifted/talented handicapped preschoolers from among the population being served.

Activities/Results: A total of 318 children were screened within the twenty-one sites. Of these children, 52 were identified as gifted/talented.

2.2 Each site will assess the talent areas of the identified gifted/talented handicapped preschoolers in their populations.

Activities/Results: See Appendix I and Tables I1 and I2 for complete breakdown of children screened and identified.

2.3 The sites will program for the talent areas of identified gifted/talented handicapped preschoolers by writing individual program plans.

Activities/Results: The identified children were further assessed in the areas of talent using the TAPP (Talent Assessment and Program Planning) Guide. These children were then programmed for, using the Talent Education Plan developed by RAPYHT. See Appendices A, B, C, and D for site evaluations of workshops and TAPP results.

2.4 Each site will involve the families of the identified potentially gifted/talented handicapped preschoolers in the identification and programming processes.

Activities/Results: Training in family involvement was incorporated in RAPYHT training. (See Schedule of Technical Assistance, Appendix H.)

Site personnel rated the workshops on Family Involvement at 4.04 out of a possible 5.0 across all sites. They rated the materials and technical assistance in Family Involvement at 4.13 out of 5.0. (See Table A1.) They also rated the Talent Activity Manuals for the Home at 3.03 on a 4.0 scale (4.0 = highest rating). (See Table C2 for details.) This indicates a relatively high level of satisfaction with this component of the model

(see Table C2).

The total number of parent needs assessments distributed was 282.

The total number of Talent Activities for the Home manuals distributed was 135.

The total number of handouts distributed to parents was 846.

Goal 3.0: Children who receive RAPYHT Programming at Replication Sites and the Demonstration Site will show evidence of statistically significant progress in talent area functioning, creativity, self-esteem, and task persistence.

Objectives

3.1 Each site will use RAPYHT data collection procedures to monitor individual child progress in talent area, creativity, self-esteem, and task persistence.

Activities/Results: [Handwritten note on MS: "Larry--Using the results from the info. below, you will have to write the narrative for this section."]

OUTCOME DATA

1. Record of child's progress toward IEP objectives.

2. Standardized test scores, pre- and post.

   (1) Creativity: Thinking Creatively in Action and Movement.

3. Other pre- and post-measures.

   (1) Task Persistence: RAPYHT Lego Construction Task.

   (2) Self-Esteem: The Joseph Pre-School and Primary Self-Concept Screening Test.

   (3) Talent Area Functioning: RAPYHT Talent Planning and Assessment Manual Checklist.

4. Record of child's progress on Talent Planning and Assessment Manual Checklist.

Goal 4.0: Parents of children who receive RAPYHT Programming will become more aware of their child's strengths, and they will view their child more positively.

4.1 Parents will use RAPYHT materials at home with their child.

4.1 Parents will use RAPYHT materials at home with their child.

Activities/Results: Parents were given training on a set of materials to use with their children at home. These materials were geared toward nurturing the talents of their children.

4.2 Parents will promote creative functioning in their child.

Activities/Results: See 4.1.

4.3 Parents will learn skills to advocate effectively for their child.

Activities/Results: See 4.1.

Goal 5.0: The RAPYHT Project will provide technical assistance so that each replication site will be prepared to present awareness workshops and demonstrate the model to interested observers.

Objectives

5.1 The replication sites will conduct at least one awareness workshop in their respective states.

Activities/Results: Awareness presentations by the 1983-1984 replication sites will be held in September, October, and November of the 1984-1985 school year. Materials such as the audio-visual presentation, awareness materials, and handouts will be provided upon request. Each 1983-1984 replication site will be contacted in the fall of the year by their replication specialist to help facilitate this RAPYHT awareness presentation. The RAPYHT central staff will make any requested materials available and conduct a follow-up questionnaire to determine the effect of the awareness presentation. The sites will also be asked to keep track of participants.

At the time of this report, three of the twenty-one replication sites had already conducted an awareness presentation to over 20 individuals. See Appendix L for Awareness Presentation sign-in sheets and descriptions.

5.2 The replication sites will distribute printed material and information about the RAPYHT Model.

Activities/Results: A total of 278 brochures and 6,904 handouts have been distributed. (See Appendix J.)

Goal 6.0: The RAPYHT staff will provide training materials to 5 professors at institutions referred to in Objective 2.3 who were previously trained in the Model and who are committed to incorporating the Model into their ongoing training program in early childhood handicapped (50 to 75 students will be trained yearly to implement the RAPYHT Model.

Objectives

6.1 Five university or college professors who have been trained in the RAPYHT Model will sign an agreement to update their training through either a visit at their own expense to the University of Illinois and/or study the latest training materials provided by the RAPYHT central staff.

Activities/Results: A total of 6 written agreements from university professors were obtained. A letter was received describing the inclusion of the RAPYHT module from an additional university staff amember. See Appendix M for copies of signed agreement and letter.

6.2 The professors will include no less than 3-4 sessions of training in the RAPYHT Model in their coursework. They will also assign students at least 3 observations in the RAPYHT demonstration class in which they are providing technical assistance.

Activities/Results: See Appendix M for copies of signed agreement.

Goal 7.0: The RAPYHT Project will select 25 sites to replicate the RAPYHT Model during the 1984-1985 school year.

Objectives

7.1 The RAPYHT Project will share information about replication and training in the model to interested potential replication sites.

Activities/Results: See Activities/Results for Objective 7.2.

7.2 The RAPYHT Project will contact key individuals who can link RAPYHT staff with agencies which are interested in identifying and programming for the preschool gifted/talented handicapped population.

Activities/Results: The state directors of programs for the gifted, state directors of education, and early childhood directors in all 50 states were sent fliers about the RAPYHT Project.

Dr. Merle B. Karnes, Project Director, gave a total of 8 awareness workshops and presentations of the RAPYHT model to a total of 905 participants. (See Appendix G for listing of conferences.)

Dr. Karnes established a network of replication specialists around the country who are former doctoral students and/or former RAPYHT staff members. These individuals identified potential sites which were screened by RAPYHT central staff. The replication specialists, presently employed at universities and other agencies, serve on a part-time basis as RAPYHT outreach personnel.

7.3 The RAPYHT Project will select 25 replication sites from among interested agencies according to selected criteria. At least 5 of the sites will be located near universities or colleges that will be providing RAPYHT training to students in early childhood classes.

Activities/Results: The following Site Selection Criteria were used for identification of the 1983-1984 sites:

1. An ongoing early childhood special education program for mild to moderately handicapped children with certified staff members and support staff.

2. A population of approximately 30 preschool mild to moderately handicapped children being served in each agency. It is desirable to have more than one classroom in each school system or agency.

3. The willingness to work with RAPYHT and complete training in the identification, assessment, and programming process designed to

identify potentially talented handicapped preschoolers.

4. The willingness to collect evaluation data for the RAPYHT Project.

5. The willingness to accept visitors from their area who would like to obtain information about the RAPYHT Model.

6. The availability of a responsible individual from site staff to coordinate the replication efforts at each site.

7. The willingness to free teachers to attend 12-14 two- to three-hour RAPYHT workshops. The availability of school time (including substitute teachers when necessary), after-school time, or previously scheduled inservice days to be used for RAPYHT training.

8. The willingness to pay $100 to defray the cost of materials.

The following sites were selected to receive RAPYHT training:

Uinta County School District #1
Evanston, WY

Lincoln-Uinta Child Development Association
Evanston, WY

Bridger Valley Child Development Centyer
Mt. View, WY

Kemmerer Child Development Center
Kemmerer, WY

Wabash Area Development, Inc.
Mill Shoals, IL

Jefferson Parish
Gretna, LA

Orleans Parish
New Orleans, LA

Gotsch Early Childhood Center
Affton, MO

Kennedy Early Education Program
Joliet, IL

Special Education Association of Adams County
Quincy, IL

Quincy Project Head Start
Quincy, IL

Granite District Head Start
Salt Lake City, UT

Granite School District, Project PITCH
Salt Lake City, UT

Jordan Head Start
Salt Lake City, UT

The Children's Center
Salt Lake City, UT

Murray Head Start
Salt Lake City, UT

Sunshine Center School
Independence, MO

St. Luke's Developmental Preschool
Kansas City, MO

ABC Child Development
Montebello, CA

Foundation Head Start
Los Angeles, CA

Midwest Ear Institute
Kansas City, MO

Four classrooms at Colonel Wolfe School participated in RAPYHT and served as a demonstration site.

7.4 The RAPYHT Project will identify persons who will assume the role of contact person and/or coordinator to facilitate communication and organization between RAPYHT replication specialist and site personnel.

Activities/Results: Each Replication Specialist identified a site coordinator, whose responsibilities are listed below.

1. To make arrangements for site visits, i.e., to schedule data, time, and location of visits in conjunction with Replication Specialist; notify teachers and arrange for their attendance at the 12 workshops; assist Replication Specialist in obtaining needed A/V equipment.

2. To be a liaison between the Replication Specialist and the site staff, i.e., to keep Replication Specialist informed about any special problems; relay needed information to site staff.

3. To monitor progress of RAPYHT implementation between visits and provide support and assistance to site staff.

4. To distribute and collect materials as needed, i.e., to make copies from Master Duplicating Set; to collect test results and evaluation forms.

5. To coordinate RAPYHT Awareness/Demonstration Activities, i.e., to make arrangements for an Awareness Workshop presentation; to keep a tally of

visitors observing in the RAPYHT demonstration classrooms.

Goal 8.0: The RAPYHT Project will continue to refine and further develop the model and the replication process on the basis of evaluation data.

Objectives

8.1 The Project will develop and refine procedures and materials for training sites to implement the RAPYHT Model.

Activities/Results: A total of 12 new materials were developed for the RAPYHT model. Of these, 4 were new manuals, 3 were additional record keeping forms, 2 were contracts, 1 was an additional evaluation form, 1 an additional handout, and 1 a new brochure.

The new materials developed were as follows:

a) Incorporating the RAPYHT Model into Early Childhood Curricula

b) General Programming Manual

c) General Programming Activities Record

d) RAPYHT Brochure

e) Summary of Replication Evaluation

f) Record of Assessment

g) Replication Specialist Agreement

h) University Professor Agreement

i) Talent Assessment for Program Planning (TAPP)

j) Talent Activities Manual

k) Sample Talent Education Plan

l) Parent Evaluation

A total of 31 materials were revised. Of these, 12 were site visit guidelines, 3 were workshops, 2 were manuals, 5 were handouts, 2 were record keeping forms, 3 were for evaluation, 2 were for directors, and 2 were for site agreement to replicate.

The materials revised were as follows:

a) RAPYHT Flowchart

b) Summary of the RAPYHT Process

c) Materials for Site Visit Form

d) Site Visit Guidelines for Visits 1-12

e) Schedule of Technical Assistance

f) Child Descriptors Form

g) Directions for Completing Initial Form

h) Creativity Workshops I, II, III

i) Talent Screening and Identification Manuals

j) Site Screening Questionnaire

k) Replication Agreement

l) Talent Activities for the Home (TAH)

m) Parent Involvement Program

n) Talent Education Plan

o) Talent Programming Handoutb) S

p) RAPYHT Replication Rating

q) RAPYHT Coordinator's Questionnaire

r) Teachers End-of-the-Year Evaluation

8.2 The RAPYHT staff will improve professional skills and expertise in training and consulting with sites and working with gifted handicapped preschoolers.

Activities/Results: Both the Director and the Assistant Director attended the DEC and CEC conferences in Washington.

Goal 9.0: RAPYHT staff will refine the evaluation process.

Objective

9.1 Refine instruments used to identify children and to collect child progress data.

Activities/Results: Both the Screening and Identification instruments and the Talent Assessment for Program Planning have been revised.

9.2 Refine instruments to assess progress toward replicating the model.

Activities/Results: Both the Site Coordinators' Questionnaire and the RAPYHT Replication Rating were revised. (See Appendix B for results).

Goal 10.0: To maintain a RAPYHT demonstration site at the University of Illinois, to encourage visitation to the program, and to provide visitors with an interpretation of the Model and printed materials.

Objectives

10.1 An agreement will be obtained from the chief administrator of the Rural Champaign County Special Education Cooperative.

Activities/Results: See Appendix O for a copy of the letter of agreement.

10.2 A staff member will be assigned to interpret the model to visitors and to provide them with printed materials.

Activities/Results: The Assistant Director interpreted the model to each visitor interested in observing the RAPYHT Model within the demonstration classrooms.

10.3 Requests by mail or telephone for information or materials about the RAPYHT Model will receive immediate attention.

Activities/Results: A total of 25 requests by mail and 10 telephone requests were handled. From this, 35 brochures were mailed out with an additional 52 handouts.

Appendix A

Evaluation of Workshops and Conferences

EVALUATION OF SITE WORKSHOPS AND CONFERENCES

Workshops and conferences/consultations were conducted by the replication specialists at each site in order to give site personnel knowledge and competencies and to aid in implementing RAPYHT. The relevance and usefulness of workshops or conferences were evaluated by ratings provided by site personnel.

Table A1 shows mean ratings for on-site workshops where replication specialists requested feedback. The ratings indicate that respondents agreed that workshops were relevant (mean across sites = 4.22 on a 5.0 scale) and were adapted to individual situations (mean across sites = 4.32). The most highly rated workshops dealt with developing higher-level thinking skills.

Table A2 presents the mean ratings for conference consultations at sites. Respondents at these sites indicated that conference/consultation sessions involved sharing mutual concerns and found the discussion ideas to be useful (mean = 3.35 on a 4-point scale). Site personnel also indicated that the replication specialist was effective in establishing open lines of communication and establishing a good working relationship (mean = 3.53).

Table A1, Part I

Site Personnel Ratings of Workshops

1. The information presented was very relevant to my needs.

	Site										
	1	2	3	4	5	6	7	8	9	10	11
Awareness Overview	4.50	4.50	4.50	--	--	4.40	5.00	4.25	--	3.50	3.20
Programming	4.00	4.00	4.33	--	--	5.00	5.00	4.00	--	3.50	3.50
Developing Higher-Level Thinking Skills	4.50	4.50	4.50	5.00	--	4.00	5.00	4.75	--	--	--
Creativity	5.00	5.00	4.00	4.50	--	4.00	5.00	4.75	--	4.25	4.14
Screening & Identification	4.33	4.50	4.00	4.45	--	4.00	5.00	3.80	--	4.00	--
Family Involvement	5.00	4.00	4.50	4.33	3.33	5.00	5.00	4.75	--	3.83	3.56
Mean Across Workshops	4.56	4.42	4.31	4.57	3.33	4.40	5.00	4.38	--	3.82	3.60

	Site										
	12	13	14	15	16	17	18	19	20	21	Mean
Awareness Overview	4.50	4.50	5.00	4.00	4.50	4.67	3.60	3.63	4.60	4.00	4.13
Programming	4.00	4.14	5.00	5.00	5.00	4.00	3.44	4.00	4.89	--	4.19
Developing High-Level Thinking Skills	5.00	5.00	5.00	5.00	4.50	4.38	4.25	4.20	4.43	4.00	4.51
Creativity	5.00	4.67	5.00	5.00	5.00	4.17	4.17	4.00	4.78	4.00	4.42
Screening & Identification	4.00	4.00	4.60	4.00	4.00	4.00	3.35	--	4.50	4.00	4.04
Family Involvement	5.00	3.25	3.80	4.00	3.67	4.50	4.29	4.00	--	4.00	4.04
Means Across Workshop	4.58	4.26	4.73	4.50	4.45	4.29	3.85	3.97	4.67	4.00	4.22

Table A1, Part II

Site Personnel Ratings of Workshops

2. The replication Specialist was very helpful in adapting materials and procedures for my use.

	Site										
	1	2	3	4	5	6	7	8	9	10	11
Awareness Overview	5.00	4.50	5.00	--	--	4.20	5.00	4.38	--	3.50	3.50
Programming	3.00	4.00	4.33	--	--	4.50	5.00	4.00	--	4.25	3.43
Developing Higher-Level Thinking Skills	4.51	5.00	4.00	4.50	--	3.67	5.00	4.75	--	--	--
Creativity	5.00	5.00	4.50	5.00	--	3.67	5.00	4.75	--	4.50	4.14
Screening & Identification	5.00	4.50	4.33	4.45	--	4.00	5.00	4.20	--	4.00	--
Family Involvement	4.00	4.00	4.50	4.17	3.83	5.00	5.00	5.00	--	4.17	3.78
Means Across Workshops	4.42	4.50	4.43	4.53	3.83	4.17	5.00	4.51	--	4.08	3.73

	Site										
	12	13	14	15	16	17	18	19	20	21	Mean
Awareness Overivew	4.50	4.50	5.00	4.00	4.50	4.67	4.09	3.75	4.60	4.00	4.25
Programming	4.00	4.14	5.00	5.00	5.00	4.75	4.33	4.33	4.78	--	4.36
Developing Higher-Level Thinking Skills	5.00	5.00	5.00	5.00	4.50	4.50	4.00	4.30	4.50	4.00	4.51
Creativity	5.00	4.67	5.00	5.00	5.00	4.50	4.00	4.00	4.67	4.00	4.41
Screening & Identification	4.00	4.00	4.60	4.00	4.00	4.14	3.76	--	4.83	4.00	4.25
Family Involvement	5.00	3.25	3.80	4.00	3.67	4.25	4.57	4.00	--	4.00	4.13
Means Across Workshops	4.58	4.26	4.73	4.50	4.45	4.47	4.13	4.08	4.68	4.00	4.32

Table A2

Site Personnel Ratings of Conferences, Consultations, and Evaluation
Mean Ratings by Site

USEFUL: The training and assistance provided by the outreach specialist was useful in my classroom.

EFFECTIVE: I feel the replication specialist was effective in establishing open communication and a good working relationship.

Site	Useful	Effective
3	3.50	3.50
4	3.33	3.50
5	2.40	2.67
6	4.00	4.00
7	4.00	4.00
8	3.00	3.00
10	4.00	4.00
11	3.60	4.00
12	4.00	4.00
13	1.90	1.90
14	3.33	3.33
15	3.00	3.00
16	4.00	4.00
17	3.00	4.00
18	3.00	3.17
20	3.88	3.89
21	3.00	4.00
Mean	3.35	3.53

Appendix B

Progress of Sites in Replication of the RAPYHT Model

EVALUATION: PROGRESS OF SITES IN REPLICATION OF THE RAPYHT MODEL

The Assessment of Implementation questionnaire was used to determine progress in incorporating various components of the RAPYHT program across all sites. At the conclusion of this year's program, each replication specialist and site coordinator separately rated their sites' capabilities to implement components and then also rated the implementation that actually occurred (see Table B). The 1- through 5-point scales used for capabilities and implementation ratings are displayed below.

The mean capability rating across sites from coordinators was 3.87. Coordinators rated implementation (mean across sites) at 3.39. Replication specialists gave quite similar ratings, an average capability rating of 4.52 and an average implementation rating of 3.98. The correlation between coordinators' and specialists' average ratings was .61 ($p < .01$) on the capability scale and .39 ($p < .01$) on the implementation scale. Replication specialists tended to rate a site higher with regard to implementation than did coordinators at the site.

Five-point Scale for Assessment of Capabilities and Implementation

Capabilities		Implementation
Staff members possess the capabilities necessary for implemenntation of this component to the extent that success and confidence are ensured.	= 5 =	This component was fully and satisfactorily implemented.
For the most part, staff members have developed capabilities necessary for implementation of this component to an adequate degree.	4 = 3 =	This component was implemented to a minimal yet adequate degree.
Staff members have not developed capabilities necessary for implementation of this component.	2 = 1 =	This component was not implemented.

Taking both site coordinators' and replication specialists' ratings into account, the overall rating for capability is 4.20, and the overall rating for implementation is 3.69. Due to the fact that funding started well after the school year began, the family involvement activities were not fully implemented, thus lowering the implementation ratings. Notwithstanding this limitation, the staff capabilities are very high, and the actual implementation is well above criterion.

Table B

Mean Ratings for All Sites on the RAPYHT
Assessment of Implementation Questionnaire

	Capabilities		Implementation	
Components	Coordinator	Replication Specialist	Coordinator	Replication Specialist
General Programming	4.07	4.36	3.62	3.81
Talent Screening	4.06	4.70	3.56	3.83
Talent Identification	3.85	4.60	3.71	4.30
Talent Assessment	3.91	4.70	3.43	4.50
Programming	3.81	4.52	3.33	4.18
Family Involvement	3.52	4.21	2.74	3.31
Overall	3.87	4.52	3.39	3.98

Appendix C

Satisfaction with the Model

SATISFACTION WITH MODEL

Level of satisfaction with a number of RAPYHT components was assessed by two separate questionnaires, one aimed at teachers' experience, the other at coordinators'. Overall, the responses indicated that teachers and coordinators continue to be satisfied with RAPYHT materials and guidance.

Across the sites, mean ratings for coordinator satisfaction appear in Table C1. They gave high ratings to training, usefulness of materials, and to contribution of the model to professional development and benefit of staff at their sites. On a 4-point scale (4 = highest rating) the overall rating of the model was a 3.20. The average rating across the 5 items was 3.22.

Table C2 gives teacher satisfaction in mean ratings across sites. Teachers also agree that training was adequate (3.05), that materials were useful and easy to use (2.92) and that the program was worthwhile (2.88) and helped them grow professionally (2.83). The overalll rating of the model was 2.86 on a 4.0 scale, indicating satisfaction with the model.

Table C1

Mean Ratings* Across Sites on Satisfaction with Model: Coordinator Questionnaire

Item	Mean Rating
1. Training adequately prepared the site staff to use the RAPYHT materials.	3.30
2. Materials provided the staff with new and useful information about their students.	3.70
3. Replicating the RAPYHT Model was helpful to the professional development of the staff.	2.90
4. Implementing the RAPYHT Model was too long and time-consuming.	3.00**
5. Overall, replicating the RAPYHT Model was worthwhile.	3.20
Average rating of RAPYHT Model across all 5 items: 3.22.	

*Possible ratings: Strongly agree = 4
Agree = 3
Disagree = 2
Strongly disagree = 1

**Item #4 was inverted to a 4.0 to permit averaging.

Table C2

Mean Ratings Across Sites on Satisfaction with Model:

Teacher Questionnaires

	GPM*	TC	PQ	TAPP	TEP	TAM	TAH	NTGs	PNA	Ave.
Training adequately prepared me to use materials.	3.14	3.14	3.01	3.09	2.95	3.38	2.93	2.93	2.88	3.05
Material was easy to use.	3.19	3.16	2.70	2.92	2.44	2.71	3.21	2.98	2.84	2.91
Material provided me with new and usefukl information about my students.	3.08	2.88	2.92	2.88	2.68	3.45	2.83	2.87	2.72	2.92
Procedure was too time-consuming.	2.50	2.71	2.68	2.63	2.78	2.59	2.49	2.33	2.60	2.59
Overall, procedure was worthwhile.	3.07	2.78	2.92	2.86	2.76	3.09	3.00	2.84	2.63	2.88
Use of material helped me grow professionally.	3.07	2.81	2.59	2.80	2.70	2.97	2.91	2.86	2.76	2.83

Overall Rating = 2.86

*KEY

GPM: General Programming Manual
TC: Teacher Checklist
PQ: Parent Questionnaire
TAPP: Talent Assessment for Programming and Planning
TEP: Talent Education Plan
TAM: Talent Activities Manual
TAH: Talent Activities for the Home
NTGs: Nurturing Talent Guides
PNA: Parent Needs Assessment
Ave.: Average Rating

Appendix D

Evaluation of Child Progress

Evaluation of Child Progress

Those children who were identified as potentially gifted or talented were assessed on a pre/post basis to determine the influence of RAPYHT programming. In order to measure those areas specified in the RAPYHT goals, two evaluative procedures were used to assess children's progress: (1) Torrance's Thinking Creatively in Action and Movement, a test of creativity, (2) an observational instrument, the TAPP, which assessed children in their particular talent areas, (3) The Joseph Preschool and Primary Self-Concept Screening Test, which assesses social/emotional development, (4) The RAPYHT Lego Construction Task, which was a pilot measure designed to measure a child's ability to persist at a difficult task.

Progress reached statistically significant levels on the Imagination subtest of the Torrance ($p < .01$) and approached significance on the fluency subtest ($p < .07$). There was also a significant positive change on the Joseph. Overall, there was a significcant increase in the TAPP scores.

Table D1

Pre/Post Child Progress Scores: Correlated

T-Tests Across All Sites for the Torrance Tests of Creativity,

The Joseph Preschool and Primary Self-Concept Screening Test,

and

The RAPYHT Lego Construction Task

	Pre	Post	n	T-Value	1-tailed p value
Torrance					
Fluency	87.29	96.36	105	-1.48	<.07
Originality	85.78	93.63	81	-0.94	<.18
Imagination	88.07	99.46	107	-2.27	<.01
Lego Construction Task	381.12	397.23	100	-1.02	<.15
Joseph	20.68	23.36	98	-4.94	<.01

Table D2

Pre/Post Child Progress Scores: Correlated T-Tests Across All Sites for the Talent Assessment Checklist

TAPP	Pre	Post	N	T-Value	1-tailed p-value
Intellectual	28.00	22.71	7	-2.89	<.019
Leadership	25.50	26.17	6	-0.28	<.394
Creative	30.67	32.00	9	-1.02	<.168
Reading	25.39	27.43	28	-0.83	<.206
Math	13.00	20.00	2	-1.00	<.250
Science	18.50	24.00	2	-3.67	<.085
Music	10.07	13.68	19	-2.95	<.005
Psychomotor	29.85	30.40	20	-0.12	<.452
Art	22.33	31.16	6	-1.48	<.595
Overall	22.59	26.39	6	-2.52	<.010f

Appendix E

Evaluation of the Identification Questionnaires

Evaluation of the Identification Questionnaires

The RAPYHT identification process involves two steps: (1) the use of a parent questionnaire and (2) the use of a teacher checklist. If children received questionnaire scores above a minimum cut-off (8 out of a maximum of 12 points on the teacher questionnaire and 10 out of a maximum 12 points on the parent questionnaire) in any talent area by either parent or teacher, they were singled out for additional screening. The second step in the identification process was for the teacher to rate children's performance in specific project-developed talent area activities. If children performed adequately on these or additional activities, they were considered eligible for RAPYHT programming. Identified children were then assessed with the project-developed Talent Assessment Checklist, and subsequently Talent Educational Plans were written for the children.

The extent to which parents and teachers agreed on the talent potential of children was examined by correlating teacher ratings with parent ratings. The results showed that there were moderate correlations for ratings in every talent area except leadership, math, and psychomotor. Most correlations were statistically significant at $p < .001$. (See Table E.)

Table E

RAPYHT Talent Screening Checklists

Correlation of Teacher Ratings with Parent Rating

Talent Area	N*	Teacher Rating	Parent Rating	Correlation r	Correlation p
Intellectual	264	26.88	32.81	.36	<.005
Creative	256	33.74	27.81	.26	<.005
Leadership	265	36.77	43.75	0	
Music	261	23.64	29.43	.32	<.005
Art	264	23.81	29.17	.38	<.005
Math	265	14.82	26.72	.01	
Science	261	16.92	20.02	.41	<.005
Reading	265	18.57	22.32	.54	<.005
Psychomotor	264	45.19	53.52	0	

*This analysis was performed only on data from the replication sites. Those from the Demonstration Site were not included in the analysis.

Appendix F

Evaluation of Cost Effectiveness of the New Field-Based Model of Outreach

Evaluation of Cost Effectiveness of the New Field-Based Model of Outreach

From the inception of the RAPYHT Project through the 1981-1982 replication year, outreach personnel (called replication specialists) were based at the Demonstration Site central office (Colonel Wolfe School, Institute for Child Behavior and Developmentof Illinois). These staff persons traveled by airplane to sites across the country making approximately 4 visits per site per year. Due to the necessity of cost containment, a new field-based model of replication was implemented in 1982-1983 and continued during 1983-1984.

Under this model, replication specialists were chosen from University faculty and special education professionals who received their training at the Demonstration Site and who are presently working in various professional positions throughout the country. They are paid consultant fees for identification, screening, and provision of technical assistance to sites in their geographic area.

Such a model has both programmatic and budgetary advantages. Travel costs have been dramatically reduced, since it is now necessary to pay only local car mileage expenses rather than increasingly costly air fares. Secondly, the fact that the replication specialists have other (in most cases full-time) employment into which they often can integrate their RAPYHT activities has professional advantages to them as well as cost advantages to the project (since full-time replication specialist salaries are no longer necessary). The close proximity of the sites makes possible a large number of shorter visits rather than a few all-day sessions. This facilitates greater retention and absorption of the content of training sessions. The following evaluation data document the financial advantages of the new outreach model.

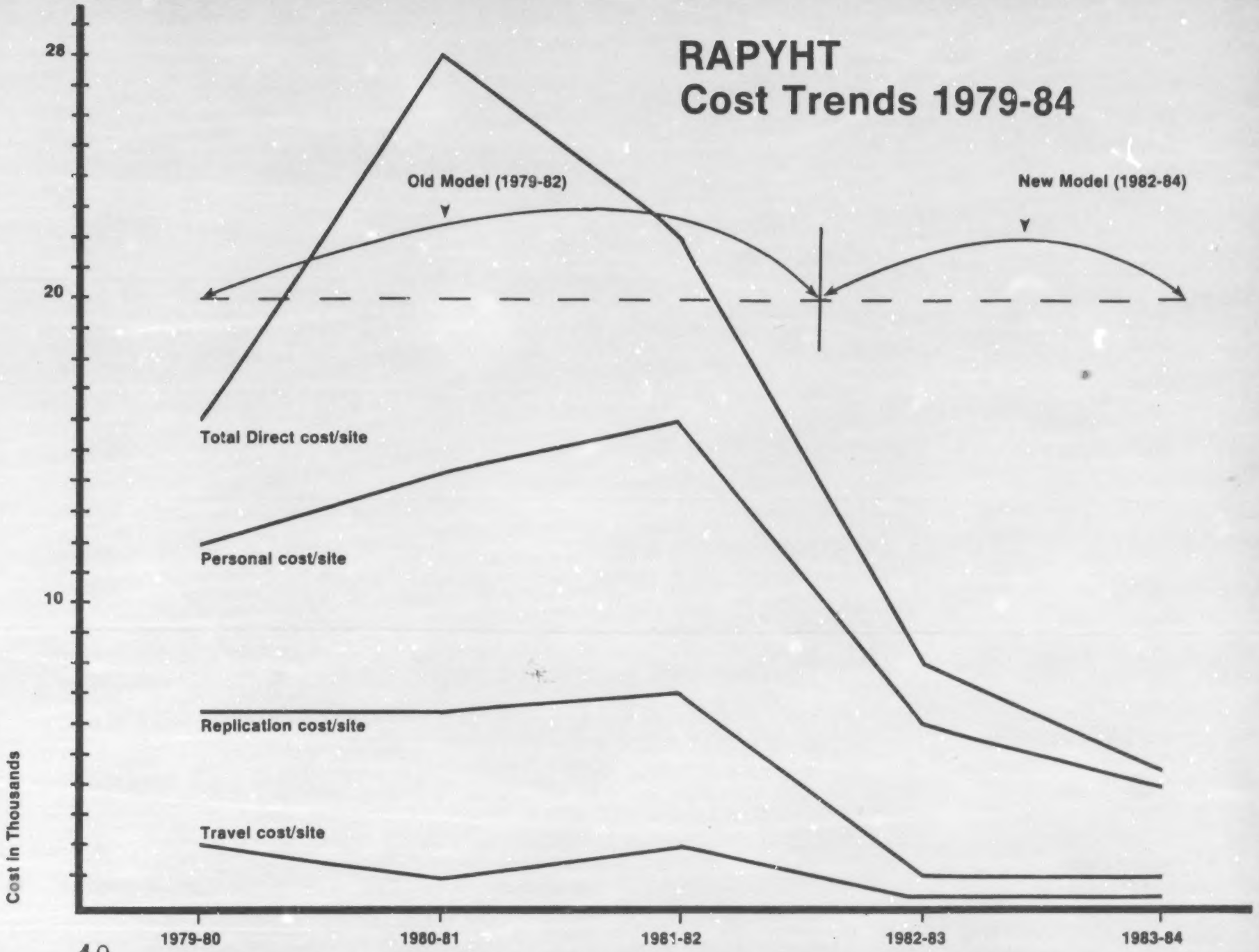
As the figures in Table F indicate, the costs of model replication have been dramatically reduced by the new model. Four indicators have been used: replication cost per site (total amount of funds budgeted for replication specialists and coordination of replication specialists plus fringe benefits divided by the number of sites for that year), personnel cost per site (total amount of funds budgeted for all personnel divided by the number of sites for that year), travel cost per site (total funds budgeted for travel to and from sites divided by number of sites for that year), and total direct cost per site (total direct costs of project divided by number of sites for that year).

After computing the average values for each indicator for 1977-1982 (when the new model was in use), the percentage <u>reductions</u> in costs were as follows: for replication specialists, 82%; personnel costs, 70%; and travel costs, 99%. On the whole, the field-based model is 73% more cost-effective than the old model. Figure F shows graphically the changes in cost indicators under the old and new models.

Table F

RAPYHT: Comparative Cost Figures for 1979-1982 (Old Model) and 1982-1984 (New Model)

	Year						
	1979-80	1980-81	1981-82	1982-83	1983-84	Average 1979-82	Average 1982-84
Replication Specialists	$26,000	$26,420	$29,062	$10,800	$30,000	$27,161	$20,400
Total Personnel	48,416	59,222	64,502	57,178	85,535	57,380	71,357
Travel	7,692	5,025	7,576	1,350	5,000	6,764	3,175
Total Direct Cost	64,680	112,767	87,337	80,051	125,565	88,261	102,808
# of Sites	4	4	4	9	25	5	25
Replication Cost/Site	6,500	6,605	7,266	1,200	1,200	6,790	1,200
Personnel Cost/Site	12,104	14,806	16,126	6,353	3,421	14,345	4,189
Travel Cost/Site	1,923	1,256	1,894	150	200	1,691	187
Total Direct Cost/Site	$16,170	$28,192	$21,834	$ 8,895	$ 5,023	$22,065	$ 6,048


RAPYHT
Cost Trends 1979-84
Old Model (1979-82)
New Model (1982-84)
Total Direct cost/site
Personal cost/site
Replication cost/site
Travel cost/site
28
20
10
Cost in Thousands
1979-80
1980-81
1981-82
1982-83
1983-84

Appendix G

Awareness Activities: Listing of Conferences and Workshops

Table G

Awareness Activities: Listing of Conferences and Workshops

Date	Organization and Location	Number In Attendance
October 7, 1983	Palatine Public Schools Palatine, Illinois	100
October 15, 1983	Kent State University Kent, Ohio	450
October 25, 1983	Private and Public Schools in Salt Lake Vicinity Salt Lake City, Utah	25
February 24, 1984	Public Schools Homewood, Illinois	150
April 12, 1984	Florida Diagnostic and Learning Resources System (F.D.L.R.S.) Jacksonville, Florida	100
April 23-24, 1984	Convention of the Council for Exceptional Children Washington, DC	40
May 1, 1984	Purdue University Lafayette, Indiana	15
May 4, 1984	Michigan Association for the Gifted Lansing, Michigan	25
		905

Appendix H

Sample Documents:

1. Site Screening Questionnaire
2. Replication Agreement
3. Schedule of Technical Assistance

RAPYHT SITE SCREENING QUESTIONNAIRE

Date: _____ Person Completing Form: _____

1. Agency name, address, phone number, Director:

2. Site Contact Person/Coordinator, address, phone number, title:

3. Funding

   a. Agency/organization/source of funding:

   b. Number of years program has been in operation: _____

   c. Estimate of how long funding will be continued: _____

4. Classrooms/Children

   a. Total number of classes involved in RAPYHT training: _____

   b. Total number of children being served by those involved in RAPYHT training: _____

   c. Total number of parents being served by those involved in RAPYHT training: _____

Types of classrooms:	Number of children in each category:
_____ Non-categorical early childhood	_____
_____ Orthopedically handicapped	_____
_____ Vision impaired/Blind	_____
_____ Hearing Impaired/Deaf	_____
_____ Behavior disorders	_____
_____ Speech impaired/Delayed	_____
_____ Learning disability	_____
_____ Developmental delay	_____
____ Other _____	_____

5. Teachers

   a. Total number of teachers involved in RAPYHT training: _____

   b. Educational background of teachers involved in RAPYHT training:

      1. _____

      2. _____

      3. _____

      4. _____

      5. _____

      (continue on back if necessary)

   c. Total number of paraprofessionals involved in RAPYHT training: _____

6. Ancillary/administrative staff

   a. Total number of ancillary personnel involved in RAPYHT training: _____

Please designate number of each:	Consultation or Direct Services:
Speech therapist _____	_____
Physical therapist _____	_____
Occupational therapist _____	_____
Social worker _____	_____
Other _____ _____	_____
Psychologist _____	_____

Which standardized tests are given to children in your program:

_____

_____

_____

_____

_____

b. Total number of administrative staff involved in RAPYHT training: _____

c. How is child information shared in your program (multidisciplinary staffings; team meetings, staff meetings, meetings as needed, information recorded in child's file, individual meetings):

d. Name of consultant or agency at the staff level who is in contact with you: (please include address)

7. Schedule

   a. Type of program:

      full day _____

      half day _____

      home based _____

      other _____

   b. Length of teacher's day: _____

   c. Length of paraprofessional's day _____

   d. Length of children's day: _____

   e. Number of days per week for:

      teacher _____ paraprofessional _____

      children _____

   f. When does your program begin: _____

8. Family Involvement

   a. Does your program have a family involvement component: Yes ____ No ____

   b. Who is responsible for it: _____

   c. How much time is scheduled for teachers to work with families: _____

9. Site Visits

   a. Is there a weekly, monthly, or bi-monthly time scheduled for teacher meetings or in-service that can be used for the RAPYHT training: Yes _____ No ____

      If so, when: _____

      If not, how will release time for RAPYHT training be handled:

      _____

      _____

      _____

      _____

b. Are facilities at the site available for training sessions:

Yes _____ No _____

If not, where will training sessions be held: _____

_____

_____

_____

10. Demonstration

a. Visitors will be welcome to observe the replication site.

Yes _____ No _____

b. The replication site will be willing to conduct at least one awareness workshop after completing the RAPYHT training.

Yes _____ No _____

Comments, Questions, Concerns:

RAPYHT REPLICATION AGREEMENT

SITE NAME:

ADDRESS:

PHONE NUMBER:

DATE:

INTRODUCTION

The Institute for Child Behavior and Development at the University of Illinois has received funding through the U.S. Office of Education, Special Education Programs to conduct the RAPYHT (Retrieval and Acceleration of Promising Young Handicapped and Talented) Outreach Project to provide technical assistance to sites in replicating the RAPYHT Model. The technical assistance is provided through RAPYHT Replication Specialists.

The _____(name of site) is funded by _____to operate an Early Childhood Special Education program. _____ classroom(s) serving _____ children, _____ parents and _____ teachers agree to the following terms to become a replication site of the RAPYHT Model.

The respective responsibilities of the RAPYHT Replication Specialist, employed by the University of Illinois, and the replication site for the RAPYHT Model are summarized in the following sections.

TERMS OF AGREEMENT

RAPYHT Replication Specialists will conduct a total of 12-14 site visits from 2-3 hours each (or the equivalent thereof). The contents of these visits are briefly delineated below along with an outline of additional major agreements between the RAPYHT project and the RAPYHT replication site.

1. The Initial Site Visit

   A RAPYHT Replication Specialist will make the initial site visit at a mutually convenient time. The purpose of this visit is to:

   a. identify a site coordinator within the replication site;
   b. acquaint the Replication Specialist with the replication site's program;
   c. acquaint site personnel with the RAPYHT Model and the process of replication;
   d. clarify responsibilities of site personnel and the Replication Specialist;
   e. responsibilities for the administration of certain pre- post-standardized tests will be discussed.

5. Demonstration/Awareness/Training

The replication site will welcome visitors to observe and inquire about the RAPYHT procedures once the Model is being replicated.

The site will conduct at least one awareness presentation on the RAPYHT Model once the site has implemented the program. This presentation may be conducted for other staff members serving preschool handicapped children within the site agency, or may include staff members of other agencies serving preschool handicapped children within the community or state, or other agencies such as parent groups, university classes, legislative members, etc. The Replication Specialist will support this effort by assisting the site in planning the workshop and by lending training materials (slide/tape presentation and overheads) if necessary.

One person at the site will be designated to coordinate all demonstrations, awareness and training efforts.

6. Evaluation

The replication site will participate in the evaluation of the replication effort. The evaluation data may include:

a. workshop and site evaluation forms;
b. talent identification data;
c. pre- and post-test data;
d. end-of-the-year evalution forms.

One person at the site will be designated to collect necessary evaluation information.

7. Phasing Out Technical Assistance

If the site reaches replication before May 1, 198__, training efforts will then be concentrated toward developing skills for demonstration, awareness and training. If the site replicates the Model before May 1, 198__, but has no dissemination plans beyond the one required awareness workshop, assistance will be phased out.

Commitment to replication is a key to its success. One indication of a site's commitment is through implementation of the procedures covered during training activities. Since much time, effort and

money is devoted to working with replication sites, it is felt that a site must work towards the goals that have been agreed upon. If a site shows no evidence of working towards goals for two consecutive months, technical assistance will be discontinued.

Signature Merle B. Karnes	Signature Program Director
Date	Date
	Signature Classroom Teacher
	Date

Schedule of Technical Assistance of RAPYHT Replication Specialists

Suggested Schedule	Responsibilities	Time (in Hours)	A.V. Materials
OCTOBER - Visit 1 - 1st or 2nd week of October	I. Present Overview Module a. overview of the RAPYHT process b. handouts/overheads II. Discussion of the common characteristics a. overheads b. handouts III. Discuss expectations for co-ordinator and site staff which will include immediate administration of pre-tests. IV. Set interim objectives. *Interim Objectives:* *Site Personnel - pre-tests on all students (must be completed by first site visit in November.* *Replication Specialist - Follow up on any requested information.*	2-3	1. overhead projector 2. slide projector syncronized tape player or tape recorder 3. screen
- Visit 2 - 2nd or 3rd week of October	I. Present Creativity Workshop I: "Developing Higher Level Thinking Skills" a. overheads b. handouts II. Discuss General Programming - Introduce programming materials a. programming manuals III. Set interim objectives *Interim Objectives:* *Site Personnel - Complete standardized tests to be collected at next site visit. Begin to incorporate general programming.* *Replication Specialist - Complete the end-of-the-month report. Send reports, workshop evaluation forms and any other indicated material to Colonel Wolfe School. Follow up on any requested materials.*	3	1. overhead projector 2. screen

Suggested Schedule	Responsibilities	Time (in hours)	A.V. Materials
NOVEMBER - Visit 3 - 1st or 2nd week of November	I. Present Creativity Workshop II: "Teaching Strategies to Encourage Creativity: a. overheads b. handouts II. Collect all pre-test protocols. III. Set interim objectives *Interim Objectives:* *<u>Site Personnel</u> - Continue general programming.* *<u>Replication Specialist</u> - Collect all pre-test data. Follow up on any requested information.*	2-3	1. overhead projector 2. screen
- Visit 4 - 3rd or 4th week of November	I. Present Creativity Workshop III: "Creative Abilities" a. overheads b. handouts c. slide presentation II. Set interim objectives. *Interim Objectives:* *<u>Site Personnel</u> - Continue general programming.* *<u>Replication Specialist</u> - Complete end-of-the-month report. Send reports, workshop evaluations, pre-test protocols, and any other indicated materials to Colonel Wolfe School. Follow up on any requested information.*	2-3	1. overhead projector 2. screen
DECEMBER - Visit 5 - 1st or 2nd week of December	I. Present the RAPYHT Screening Process a. overheads b. handouts/manuals 1. parent questionnaire 2. teacher checklist 3. summary sheet II. Set interim objectives. *Interim Objectives:* *<u>Site Personnel</u> - Begin RAPYHT screening process. Must be completed by the next site visit.*	3	1. overhead projector

Suggested Schedule	Responsibilities	Time (in hours)	A.V. Materials
- Visit 5 - (Con't)	*Replication Specialist* - *Complete the end-of-the-month report. Send reports, workshop evaluations, and any other indicated materials to Colonel Wolfe School. Follow up on any requested information.*		
JANUARY - Visit 6 - 1st or 2nd week of January	I. Classroom Observation followed by conference. a. Review the parent and teacher checklists and arrange (or hold at that time) a multidisciplinary staffing for the children who score above the cut-off in one or more talent areas. b. Give feedback on observations. II. Set interim objectives. *Interim Objectives:* *Site Personnel - Arrange a multidisciplinary staffing for children above the cut-off scores.* *Replication Specialist - Follow-up on any requested information.*		

Suggested Schedule	Responsibilities	Time (in hours)	A.V. Materials
JANUARY (Con't) - Visit 7 - 3rd or 4th week of January	I. Present the RAPYHT Talent Assessment and Program Planning (TAPP) process. a. overheads b. handouts/manuals II. Discuss talent programming. a. manuals b. recording sheets III. Collect any indicated screening data. IV. Set interim objectives. *Interim Objectives:* *<u>Site Personnel</u> - Finish any screening. Begin programming in talent areas.* *<u>Replication Specialist</u> - Complete the end-of-the-month report. Send reports, workshop evalutions, screening information, and any other indicated materials to Colonel Wolfe School. Follow up on any requested information.*	3	1. overhead projector 2. screen
FEBRUARY - Visit 8 - 1st or 2nd week of February	I. Classroom observation followed by conference. a. observe for specific talent programming b. discuss any questions/concerns in screening and programming. II. Collect designated screening/ programming data. III. Set interim objectives. *Interim Objectives:* *<u>Site Personnel</u> - Continue programming for talent areas.* *<u>Replication Specialist</u> - Follow up on any requested information. Send all screening/programming information not already sent to Colonel Wolfe School.*	2-3	
- Visit 9 - 2nd or 3rd week of February	I. Present Family Involvement module. a. overheads b. handouts c. disucssion of present family involvement. II. Collect any leftover identification/programming data.	2	1. overhead projector 2. screen

Suggested Schedule	Responsibilities	Time (in Hours)	A.V. Materials
- Visit 9 - (Con't)	III. Set interim objectives. *Interim Objectives:* *Site Personnel - Continue programming for talent areas.* *Replication Specialist - Complete end-of-the-month report. Send reports, workshop evaluations, all screening and programming data, and any other indicated materials to Colonel Wolfe School. Follow up on any requested information.*		
MARCH - Visit 10 - 2nd or 3rd	I. Classroom observation followed by conference. a. observe for specific talent programming b. discuss any questions/concerns II. Set interim objectives. *Interim Objectives:* *Site Personnel - Continue programming for talent areas.* *Replication Specialist - Complete end-of-the-month reports. Send reports, workshop evaluations, and any other indicated materials to Colonel Wolfe School. Follow up on any requested information.*	2-3	
APRIL - Visit 11 - 1st or 2nd week of April	I. Discuss post-tests needed. a. standardized tests b. TAPP II. Distribute, and have site staff complete end-of-the-year evaluations. III. Set interim objectives. *Interim Objectives:* *Site Personnel - Administer all post-testing. Must be completed by final site visit.* *Replication Specialist - Complete end-of-the-month report. Send all reports, workshop evaluations, and any other indicated materials to Colonel Wolfe School. Follow up on any requested information.*	2	

Suggested Schedule	Responsibilities	Time (in hours)	A.V. Materials
MAY - Visit 12 - 2nd or 3rd week of May	I. Wrap-Up a. review the RAPYHT process b. discuss following year's site demonstration II. Collect all post-test data and any end-of-the-year evaluations not already collected. III. Discuss any concerns. *Replication Specialist - Complete end-of-the-month report. Send all reports, workshop evaluations, post-test data, end-of-the-year evaluations, and any other indicated materials to Colonel Wolfe School.*	2	

Appendix I

1. Children Screened and Identified
2. Children Identified and Screened by Talent Area and Handicapping Condition
3. Talent Areas Programmed For

Table 11

Children Screened and Identified

Site	# Staff	# Classrooms	# Children Screened	# Children Identified
Uinta County School District #1 Evanston, WY	6	6		
Evanston Child Development Center Evanston, WY	4	1		
Bridger Valley Child Development Association Mt. View, WY	2	1		
Kemmerer Child Development Association Kemmerer, WY	2	3		
Wabash Area Development, Inc. Mill Shoals, IL	26	4 + Homebased	60	21
Jefferson Parish Gretan, LA	2	3	28	13
Orleans Parish New Orlenas, LA	3	3	26	8
Gotsch Early Childhood Center Affton, MO	5	8		
Kennedy Early Education Program Joliet, IL	5	4	70	10
Special Education Association of Adams County Quincy, IL	10	2	73	3
Quincy Project Head Start Quincy, IL	12	5	19	1
Granite District Head Start Salt Lake City, UT	12	2		
Granite School District Project PITCH Salt Lake City, UT	2	Homebased		
The Children's Center Salt Lake City, UT	7	4		

Murray Head Start Salt Lake City, UT	4	2		
Sunshine Center School Independence, MO	115	6	42	5

Table I2

Children Identified and Screened by Talent Area and Handicapping Condition

	CP	SL	BD	LD	VI	HI	DD	H	O	NC
Art		1				1			1	1
Creative		1							1	
Psychomotor		2	1	4		2	1	2		7
Reading		4		1		4	4		4	6
Math										
Science				1						
Leadership				2		1				
Music		4				1	1	1	1	4
Intellectual									2	

KEY

CP: Cerebral Palsy
SL: Speech and Language
BD: Behavior Disorders
LD: Learning Disabilities
VI: Visually Impaired
HI: Hearing Impaired
DD: Developmental Delays
H : Health (Anemic included)
O : Orthopedic
NC: Non-Categorical

Table 13

Talent Area Programmed For

	CP	SL	BD	LD	VI	HI	DD	H	O	NC
Art		1				1			2	2
Creative		1		1		1			3	
Psychomotor		3	1	5		2	1	2		10
Reading		5		3		5	4	1	5	11
Math				1			1			1
Science			1			2				
Leadership			2		1					
Music		5				3	1	1	3	5
Intellectual						1			4	1

KEY

CP: Cerebral Palsy
SL: Speech and Language
BD: Behavior Disorders
LD: Learning Disabilities
VI: Visually Impaired
HI: Hearing Impaired
DD: Developmental Delays
H : Health (Anemic included)
O : Orthopedic
NC: Non-Categorical

Appendix J

RAPYHT Materials Developed/Revised

RAPYHT Materials Developed/Revised

RAPYHT Flowchart	Revised
Summary of RAPYHT Process	Revised
University/College Guide For Incorporating the RAPYHT Model into Early Childhood Curricula	Developed
General Programming Manual	Developed
RAPYHT Brochure	Developed
Summary of Replication Evaluation	Developed
General Programming Activities Record	Developed
Materials for Site Visit Record	Revised
Site Visit Guidelines 1-12	Revised
Record of Assessment	Developed
Schedule of Technical Assistence	Revised
Child Descriptors	Revised
Replication Specialist Agreement	Developed
University Agreement	Developed
Directions for Completing Initial Forms	Revised
Talent Assessment for Program Planning	Developed
Creativity Workshops I, II, III	Revised
Talent Screening and Identification Manual	Revised
Talent Activities Manual	Developed
Site Screening Questionnaire	Revised
Replication Agreement	Revised
Talent Activities for the Home	Revised
Parent Involvement Program	Revised
Talent Education Plan	Revised
Sample Talent Education Plan	Developed
Talent Programming	Revised

Parent Evaluation	Developed
RAPYHT Replication Rating	Revised
RAPYHT Coordinators' Questionnaire	Revised
Teachers' End-of-the-Year Evaluation	Revised

RAPYHT Materials Distribution

Screening and Identification Manual	137
Parent Questionnaires	786
Teacher Checklists	143
General Programming Manuals	133
Talent Assessment and Program Planning Guide	236
Talent Activities Manual	135
Talent Activities for the Home	135
Nurturing Talent Guides (Set of 8 Manuals)	137
Divergent Lesson Plans	5
Convergent Lesson Plans	5
Evaluative Lesson Plans	5
Parent Needs Assessment	282
RAPYHT Brochures	278
RAPYHT Handouts	6904

Appendix K

Letters of Support

Strafford Learning Center
Mary D. Lyster, Director

February 9, 1983

Merle B. Karnes, Ed.D.
RAPYHT Project Director
Colonel Wolfe School
403 Each Healey Street
Champaign, IL 61820-5598

Dear Dr. Karnes:

The Strafford Learning Center Preschool Education Program (PEP) served as a replication site for the RAPYHT Project during the 1981-1982 school year. As site coordinator, I feel the project was extremely beneficial both for the children involved and our preschool staff members. Through the diagnostic process, development and implementation of talent educational plans, and ongoing support and workshops provided by RAPYHT, the staff members learned to view educationally handicapped children in a more positive manner. I feel our experiences with the project will have a lasting impact on the way in which we view all of our children with special needs.

Thank you for the opportunity to participate.

Sincerely,

Sally D. Downing

Sally D. Downing, M.Ed.
PEP Program Leader

SDD/cml

Serving Supervisory Unions 44, 54 and 56
317 Main Street, Somersworth, New Hampshire 03878 Tel. 692-4411

School Association for Special Education in DuPage County
421 N. COUNTY FARM ROAD • WHEATON, ILLINOIS 60187 • 312-653-5535

DIRECTOR
D. S. Hurd

September 20, 1983

Merrill B. Karnes
ED Professor of Special Education Project Director, RAPHYT

Dear Dr. Karnes:

This is a letter of appreciation and gratitude for selecting SASED as one of your outreach training centers during the 1982-83 school year.

The early childhood staff that participated in our replication has been most enthusiastic and have implemented many of the approaches and activities involved.

Further local replication will be taking place this year as those who participated with your staff will be offering inservice training and professional growth activities for others.

Many students have benefited greatly from this approach and their opportunities in the public school setting have been expanded. Home-school teamwork in maximizing children's growth and potential has also been a positive outcome.

We look forward to working with you in the demonstration workshop and anticipate that we will be disseminating considerable additional knowledge through this joint activity.

Again, thank you for your expertise, for the project and its goals, and the warm and knowledgeable people involved.

Sincerely,

D. S. Hurd
Executive Director, SASED

DSH/ajp

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Dear Dr. Merle Karnes, December 5, 1983

Early Discovery Preschool found the RAPYHT model to be an invaluable asset to its curriculum. The underlying principles and structure of the model, the materials and the methods for implementation provided our site with meaningful and systematic resources with which to enhance our preschool environment.

The RAPYHT approach facilitated our staff in examining their attitudes towards children and in their efforts towards enhancing each child's self worth and direction. The model gave our site an even greater opportunity to strengthen and encourage each childs' awareness of his/her individuality along with providing methods and materials to encourage and facilitate active invovlement in the learning process. As a result of the use of this model, parents and children were provided with new ways in which to foster independence, respect, and awareness for other individuals and new ways of interacting and coping with one's environment.

Training for the RAPYHT model provided "hands on" methods and resources for implementing the program. Staff members and parents enthusiastically participated in the training sessions. Each participant, as a result, became even more accultely aware of his/her strengths and weaknesses and discovered new ways in which to facilitate

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quality interaction in each child's learning process. Training sessions became valuable time for sharing feelings and experiences among staff members.

The RAPYHT model gave our staff the opportunity to reexamine their own philisophical attitudes towards teaching and new ways in which to extend their own knowledge and skills. The model gave children and parents the opportunity to learn about themselves in relation to the world in a more respectful, trusting, and self-motivating fashion.

I fully support and encourage grant renewal for this program.

Gail Salowey

Director/Owner
Early Discovery Preschoool
Box 2083
Park City, Utah 84060

Salt Lake City School District
MEADOWLARK ELEMENTARY
Telephone:
363-2159
497 Morton Dr.
Salt Lake City, Utah 84116

December 5,1983

Dear Dr.Karnes,

In January replication of the RAPYHT model began in my classroom. I feel this model is an excellent example of the programs that can be used with gifted/handicapped children in the classroom.

The RAPYHT model has many strengths. First, the program is highly adaptable both to varieties of children and varieties of educational programs. Regular classroom teachers in public schools have many handicapped children mainstreamed.The RAPYHT program helps teachers view these mainstreamed children by their strengths and abilities. The materials provided are creative,organized and easy to use. These materials can be used with all the children in the classroom,and do not single out the handicapped students.

The RAPYHT model is also adaptable to many different educational settings. During the training seminars three other educational institutions were involved;The Utah School of the Deaf, The School for the Blind and a private preschool. The RAPYHT program is remarkable because it provides a curriculum that can be used sucessfully by such diverse programs.

The retrival, record keeping and tracking systems are efficient and accurate. This is a must for a teacher.

Salt Lake City School District
MEADOWLARK ELEMENTARY
Telephone:
363-2159
497 Morton Dr.
Salt Lake City, Utah 84115

Finally, the parental information survey is invaluable. A parents attitude and opinion of a child is very important.

I am extremely impressed with the RAPYHT program and happy that I could be involved with such a worthwhile project.

Sincerely,

Laura Erdman

Laura Erdman

Meadowlark Site Coordinator

Utah Schools for the Deaf and the Blind
George G. Howell, Ed.D.
Superintendent

December 8, 1983

Dr. Merle B. Karnes
Director of RAPYHT Project
University of Illinois
Institute for Child Behavior
and Development
403 East Healey
Champaign, Illinois 61820

Dear Dr. Karnes:

Our first grade and pre-school teachers here at the Utah School for the Deaf Salt Lake Extension took part in the RAPYHT project during the 1982-83 school year.

We found the workshop conducted by Iva Dene McCleary helpful in aiding us to evaluate our students. The materials given to us were absolutely fantastic for facilitating lesson plans in the areas we had identified as talent areas for our children.

We are truly thankful for this project as it allowed us to look at our children from another dimension. We feel we are now providing our students with a fuller educational experience.

Sincerely,

Cheryl Winston

Cheryl Winston
Site Coordinator

CW:kl

Utah School for the Blind
742 Harrison Boulevard
Ogden, Utah 84404
(801) 399-9631 Ogden
(801) 298-3311 SLC

Utah School for the Deaf
846 Twentieth Street
Ogden, Utah 84401
(801) 399-9631 Ogden
(801) 298-3311 SLC
TTY & Voice

Extension Office
2870 Connor Street
Salt Lake City, Utah 84109
(801) 487-8105
TTY & Voice

Office of the Superintendent
846 Twentieth Street
Ogden, Utah 84401
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TTY & Voice

State Board of Education • G. Leland Burningham, Superintendent of Public Instruction

Utah Schools for the Deaf and the Blind

George G. Howell, Ed.D.
Superintendent

December 8, 1983

Dr. Merle B. Karnes
Director of RAPYHT Project
University of Illinois
Institute for Child Behavior
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403 East Healey
Champaign, Illinois 61820

Dear Dr. Karnes:

Our first grade and pre-school teachers here at the Utah School for the Deaf Salt Lake Extension took part in the RAPYHT project during the 1982-83 school year.

We found the workshop conducted by Iva Dene McCleary helpful in aiding us to evaluate our students. The materials given to us were absolutely fantastic for facilitating lesson plans in the areas we had identified as talent areas for our children.

We are truly thankful for this project as it allowed us to look at our children from another dimension. We feel we are now providing our students with a fuller educational experience.

Sincerely,

Cheryl Winston

Cheryl Winston
Site Coordinator

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State Board of Education • G. Leland Burningham, Superintendent of Public Instruction

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Woods to pilot RAPYHT program

Granville T. Woods, a regular school housing three classes of non-categorical preschool children, has been selected for a pilot program to identify handicapped children who may possess a talent or gift.

The program, RAPYHT (Retrieval and Acceleration of Promising Young Handicapped and Talented) is a project of the University of Illinois but will be managed by Tulane University which will train and service teachers involved in the classroom.

Woods was selected for the project because of the general nature of the school and the number of non-categorical children present on the campus, according to Joan Kain, coordinator of the Jefferson Parish Public School System's Preschool Handicapped Program.

A non-categorical child is one between the ages of 3-5 who is identified as having a handicapping condition which is described according to functional and/or developmental levels as mild/moderate, severe/profound.

Parish-wide, there are approximately 150 non-categorical children being taught in the school system. Region 3's Woods has the most in a regular school setting, with three separate classes. Other sites, and the number of classes are Lakeside Special with three; Matas with one; Marie Riviere with two; Percy Julian Special with four and Boulevard with two.

To be eligible for the preschool program, a child must reach age three after the beginning of a regular school year, but before January 1. He or she must be in need of special education services as determined by an evaluation by a multi-disciplinary team.Curriculum concentration in the non-categorical program revolves around motor, self-help, language, cognitive and social behavior. These areas are backed up with support services such as nursing, social work and adaptive P. E.

In addition, other related services such as occupational, physical and speech therapy are available when there is need in the educational process.

Regional Superintendent Paul Emenes points out that while W[illegible] Elementary is typical of other [illegible] offering these special classes; it is also unique in that it is the smallest school in this region, has placed at the top of the Basic Skills testing in recent years and has been selected as one of six elementary schools to participate in this year's Arts in Education program.

"It's a different experience everyday."

Billie Semanchick is one of the three certified special ed teachers at Woods. She's been in the program for three years, having taught kindergarten pupils prior to that time.

"I love the work. It's a different experience every day," she stated recently. "Some of these children have been with me for three years, and I hate to see them leave."

Her enthusiasm is shared by the school's other two teacher, Angelyn Lane and Bonnie Abadie, and the nine para-professionals who work with them.

Equally enthesiastic is the school itinerate physical education teacher, Mary Jo Finley, who shares her time at Green Park, Bissonet Plaza and Westgate Elementary schools with regular students.

Ms. Finley, who has a degree in adapted PE, works with the non-categorical children on their own level. If they are able to compete with regular students, they do. If not, she works with them on a one-to-one basis.

Also working individually with the special education children is Ms. Evelyn Smith in a program made possible by a grant through the Cul[illegible] tural Arts Program.

Ms. Smith, in residence at Woods for eight weeks, tries to stimulate the children in a nonverbal contact, encouraging them in a movement, or dance pattern, which they are capable of accomplishing.

Ms. Semanchick supports her assistance. "Dance, and music and art are natural to all children, even special education children," she said.

Which brings us back to the new RAPYHT (prounced rapid) program which is about to be implemented at Woods facility.

With parental permission, each non-categorical child will be observed and tested to measure creativity and motivation. This information will be relayed to the special education department to summarize the progress of the children receiving the services.

Although a child may be handicapped in one area, he or she may have outstanding abilities in one or more of the following areas -- intellectual, academic, creative, leadership, visual and performing art of psychomotor.

"We're looking forward to working with the RAPYHT program at Woods," Verna Forges, principal, commented. "I know that our faculty and staff will cooperate in every way to make the study a success."

It's been said that whether or not exceptional talents are found, all children benefit when teachers and parents look at what children can do rather than what they cannot do.

Appendix M

Signed Agreements and Letters of Support

from University Professors

University Staff Agreement

I have been contacted by the Institute for Child Behavior and Development at the University of Illinois, through a staff member at Colonel Wolfe School, to incorporate the Early Childhood Special Education program entitled RAPYHT (Retrieval and Acceleration of Promising Young Handicapped and Talented) in my university curriculum at UNIVERSITY OF UTAH .

TERMS OF AGREEMENT

1. I understand that I will incorporate four (4) modules pertaining to the RAPYHT model. These four (4) modules will be provided by the RAPYHT project central staff at Colonel Wolfe School, University of Illinois. The following modules will comprise the RAPYHT model information to be incorporated.

Module I: Historical information and the conceptual basis of the model.

Module II: Identification, assessment, and programming using the project-developed instruments.

Module III: Teaching strategies with an emphasis on creative and divergent thinking skills.

Module IV: Research on the long- and short-term effects of the RAPYHT model on children and their families.

2. I understand that I will be responsible for administering a RAPYHT project-devised knowledge test to all students enrolled in my class(es). Further, I understand that I am responsible for returning said tests to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, at the immediate conclusion of each semester if not sooner.

3. I understand that all students enrolled in my class(es) will be asked to observe an early childhood program in the immediate area which is currently replicating the RAPYHT model where accessible.

I understand that the RAPYHT project central staff will notify me of possible sites that I will then contact and arrange for students' observations.

4. I understand that I will be asked to fill out a project-devised brief evaluation regarding teaching the model in a university setting and return it to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, in June of the following year or upon request.

5. I understand that should I require any additional information, I may contact the RAPYHT project central staff to receive further information, assistance, and support.

I have read the terms of this agreement and having done so understand my responsibilities and agree to incorporate the RAPYHT project in my current curriculum accordingly.

Iva Dena McCleary
Signature

Number of students _____

11-29-83
Date

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University Staff Agreement

I have been contacted by the Institute for Child Behavior and Development at the University of Illinois, through a staff member at Colonel Wolfe School, to incorporate the Early Childhood Special Education program entitled RAPYHT (Retrieval and Acceleration of Promising Young Handicapped and Talented) in my university curriculum at University of New Hampshire.

TERMS OF AGREEMENT

1. I understand that I will incorporate four (4) modules pertaining to the RAPYHT model. These four (4) modules will be provided by the RAPYHT project central staff at Colonel Wolfe School, University of Illinois. The following modules will comprise the RAPYHT model information to be incorporated.

Module I: Historical information and the conceptual basis of the model.

Module II: Identification, assessment, and programming using the project-developed instruments.

Module III: Teaching strategies with an emphasis on creative and divergent thinking skills.

Module IV: Research on the long- and short-term effects of the RAPYHT model on children and their families.

2. I understand that I will be responsible for administering a RAPYHT project-devised knowledge test to all students enrolled in my class(es). Further, I understand that I am responsible for returning said tests to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, at the immediate conclusion of each semester if not sooner.

3. I understand that all students enrolled in my class(es) will be asked to observe an early childhood program in the immediate area which is currently replicating the RAPYHT model where accessible.

I understand that the RAPYHT project central staff will notify me of possible sites that I will then contact and arrange for students' observations.

4. I understand that I will be asked to fill out a project-devised brief evaluation regarding teaching the model in a university setting and return it to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, in June of the following year or upon request.

5. I understand that should I require any additional information, I may contact the RAPYHT project central staff to receive further information, assistance, and support.

I have read the terms of this agreement and having done so understand my responsibilities and agree to incorporate the RAPYHT project in my current curriculum accordingly.

Sharon K. Vaughn
Signature

Number of students 20

80 1-16-84
Date

University Staff Agreement

I have been contacted by the Institute for Child Behavior and Development at the University of Illinois, through a staff member at Colonel Wolfe School, to incorporate the Early Childhood Special Education program entitled RAPYHT (Retrieval and Acceleration of Promising Young Handicapped and Talented) in my university curriculum at GRAMBLING STATE UNIVERSITY .

TERMS OF AGREEMENT

1. I understand that I will incorporate four (4) modules pertaining to the RAPYHT model. These four (4) modules will be provided by the RAPYHT project central staff at Colonel Wolfe School, University of Illinois. The following modules will comprise the RAPYHT model information to be incorporated.

Module I: Historical information and the conceptual basis of the model.

Module II: Identification, assessment, and programming using the project-developed instruments.

Module III: Teaching strategies with an emphasis on creative and divergent thinking skills.

Module IV: Research on the long- and short-term effects of the RAPYHT model on children and their families.

2. I understand that I will be responsible for administering a RAPYHT project-devised knowledge test to all students enrolled in my class(es). Further, I understand that I am responsible for returning said tests to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, at the immediate conclusion of each semester if not sooner.

3. I understand that all students enrolled in my class(es) will be asked to observe an early childhood program in the immediate area which is currently replicating the RAPYHT model where accessible.

I understand that the RAPYHT project central staff will notify me of possible sites that I will then contact and arrange for students' observations.

4. I understand that I will be asked to fill out a project-devised brief evaluation regarding teaching the model in a university setting and return it to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, in June of the following year or upon request.

5. I understand that should I require any additional information, I may contact the RAPYHT project central staff to receive further information, assistance, and support.

I have read the terms of this agreement and having done so understand my responsibilities and agree to incorporate the RAPYHT project in my current curriculum accordingly.

Gloria P. Myles
Signature

Number of students 25

November 28, 1983
Date

University Staff Agreement

I have been contacted by the Institute for Child Behavior and Development at the University of Illinois, through a staff member at Colonel Wolfe School, to incorporate the Early Childhood Special Education program entitled RAPYHT (Retrieval and Acceleration of Promising Young Handicapped and Talented) in my university curriculum at Illinois - Whitewater.

TERMS OF AGREEMENT

1. I understand that I will incorporate four (4) modules pertaining to the RAPYHT model. These four (4) modules will be provided by the RAPYHT project central staff at Colonel Wolfe School, University of Illinois. The following modules will comprise the RAPYHT model information to be incorporated.

Module I: Historical information and the conceptual basis of the model.

Module II: Identification, assessment, and programming using the project-developed instruments.

Module III: Teaching strategies with an emphasis on creative and divergent thinking skills.

Module IV: Research on the long- and short-term effects of the RAPYHT model on children and their families.

2. I understand that I will be responsible for administering a RAPYHT project-devised knowledge test to all students enrolled in my class(es). Further, I understand that I am responsible for returning said tests to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, at the immediate conclusion of each semester if not sooner.

3. I understand that all students enrolled in my class(es) will be asked to observe an early childhood program in the immediate area which is currently replicating the RAPYHT model where accessible.

I understand that the RAPYHT project central staff will notify me of possible sites that I will then contact and arrange for students' observations.

4. I understand that I will be asked to fill out a project-devised brief evaluation regarding teaching the model in a university setting and return it to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, in June of the following year or upon request.

5. I understand that should I require any additional information, I may contact the RAPYHT project central staff to receive further information, assistance, and support.

I have read the terms of this agreement and having done so understand my responsibilities and agree to incorporate the RAPYHT project in my current curriculum accordingly.

Signature

Number of students 60

11/16/87
Date

University Staff Agreement

I have been contacted by the Institute for Child Behavior and Development at the University of Illinois, through a staff member at Colonel Wolfe School, to incorporate the Early Childhood Special Education program entitled RAPYHT (Retrieval and Acceleration of Promising Young Handicapped and Talented) in my university curriculum at U.W. - Whitewater.

TERMS OF AGREEMENT

1. I understand that I will incorporate four (4) modules pertaining to the RAPYHT model. These four (4) modules will be provided by the RAPYHT project central staff at Colonel Wolfe School, University of Illinois. The following modules will comprise the RAPYHT model information to be incorporated.

Module I: Historical information and the conceptual basis of the model.

Module II: Identification, assessment, and programming using the project-developed instruments.

Module III: Teaching strategies with an emphasis on creative and divergent thinking skills.

Module IV: Research on the long- and short-term effects of the RAPYHT model on children and their families.

2. I understand that I will be responsible for administering a RAPYHT project-devised knowledge test to all students enrolled in my class(es). Further, I understand that I am responsible for returning said tests to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, at the immediate conclusion of each semester if not sooner.

3. I understand that all students enrolled in my class(es) will be asked to observe an early childhood program in the immediate area which is currently replicating the RAPYHT model where accessible.

I understand that the RAPYHT project central staff will notify me of possible sites that I will then contact and arrange for students' observations.

4. I understand that I will be asked to fill out a project-devised brief evaluation regarding teaching the model in a university setting and return it to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, in June of the following year or upon request.

5. I understand that should I require any additional information, I may contact the RAPYHT project central staff to receive further information, assistance, and support.

I have read the terms of this agreement and having done so understand my responsibilities and agree to incorporate the RAPYHT project in my current curriculum accordingly.

Richard C Lee
Signature

Number of students 30 Per semester 83

NOV. 16, 1983
Date

University Staff Agreement

I have been contacted by the Institute for Child Behavior and Development at the University of Illinois, through a staff member at Colonel Wolfe School, to incorporate the Early Childhood Special Education program entitled RAPYHT (Retrieval and Acceleration of Promising Young Handicapped and Talented) in my university curriculum at Truman Institute.

TERMS OF AGREEMENT

1. I understand that I will incorporate four (4) modules pertaining to the RAPYHT model. These four (4) modules will be provided by the RAPYHT project central staff at Colonel Wolfe School, University of Illinois. The following modules will comprise the RAPYHT model information to be incorporated.

Module I: Historical information and the conceptual basis of the model.

Module II: Identification, assessment, and programming using the project-developed instruments.

Module III: Teaching strategies with an emphasis on creative and divergent thinking skills.

Module IV: Research on the long- and short-term effects of the RAPYHT model on children and their families.

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4. I understand that I will be asked to fill out a project-devised brief evaluation regarding teaching the model in a university setting and return it to the RAPYHT project central staff at Colonel Wolfe School, University of Illinois, in June of the following year or upon request.

5. I understand that should I require any additional information, I may contact the RAPYHT project central staff to receive further information, assistance, and support.

I have read the terms of this agreement and having done so understand my responsibilities and agree to incorporate the RAPYHT project in my current curriculum accordingly.

Eloise Jackson
Signature

Number of students 10

11-23-83
Date

THE UNIVERSITY OF UTAH

GRADUATE SCHOOL OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION
MILTON BENNION HALL
SALT LAKE CITY, UTAH 84112
801-581-8121

November 28, 1983

Dr. Merle B. Karnes
I.C.B.D.-Colonel Wolfe School
University of Illinois
403 East Healey
Champaign, Illinois 61820

Dear Dr. Karnes:

I am writing regarding the aggreement to incorporate the RAPHYT program in our university curriculum. We offer the RAPHYT as a three (3) quarter hour graduate class once a year to teachers who are participating in the replication sites. In addition, we are incorporating an overview of the RAPHYT model and information covering the four areas identified in both the Introduction to Special Education class and Introduction to Teaching the Gifted.

Unfortunately, we don't have a specific early childhood-special education program. Therefore, we have incorporated the model in these existing classes, and I have made presentations on the model in several early childhood classes across campus.

The response to the one class I teach and the presentations has been most enthusiastic. As the interest in early childhood-special education is expanded, we will be offering more specific classes. This will enable us to incorporate more of the RAPHYT project as a class.

Sincerely,

Iva Dene McCleary

Iva Dene McCleary, Ph.D.
Assistant Professor
Director of Community Affairs

IDMc/fbo

Tulane
Department of Education
Tulane University
New Orleans, Louisiana 70118
(504) 865-5342

June 7, 1984

Ms. Wendy Sercombe
Assistant Director, RAPYHT Project
403 E. Healey
Champaign, Illinois 61820

Dear Wendy,

During the 1983-84 academic year students in Tulane University's undergraduate program in early childhood-special education have become familiar with the RAPYHT model through bi-monthly seminars that are conducted on a variety of topics related to the special education field. Additionally, I have presented the RAPYHT program to graduate students completing coursework in gifted education and have had a variety of opportunities to discuss the model with teachers who are currently working in the field of early childhood-special education. I plan to include the RAPYHT model in my seminars regarding quality curricular and programming approaches for young children on a yearly basis.

Sincerely,

Carol Catardi

Carol Catardi, M.Ed.
Field Supervisor
Early Childhood-Special Education
Programs

2. Subsequent Site Visits

Immediately following the initial site visit, and providing a site meets the RAPYHT criteria for site selection, training will begin on the background and foundation of gifted education and its use in the classroom for nurturing potential gifts and talents. Teaching strategies to encourage creativity, divergent thinking and problem solving are discussed.

Parents and teachers must participate in a screening process which will identify the potential or functional gifts and talents of the children who would benefit from RAPYHT programming. An assessment instrument will be administrered on identified children from which specific classroom and home programming will be determined.

A home/family involvement component will be discussed and materials will be provided. Parent permission for their child's participation is required.

Classroom/program observations, feedback/consultation to staff, and supportive materials are provided by the Replication Specialist.

3. Materials

RAPYHT replication staff will provide the replication site with information and materials necessary to replicate the RAPYHT Model. Sites will agree to pay $100.00 to defray the cost of these materials. Materials provided include:

a. Teacher and Parent Questionnaires;
b. General Programming Guide;
c. Talent Assessment and Program Planning Guide;
d. Nurturing Talent Guides;
e. SOI (Structure of the Intellect) Lesson Plans for the Classroom and Home;
f. Planning and programming procedures and forms;
g. Evaluation and record keeping procedures and forms;
h. Various handouts on topics of gifted education and the RAPYHT Model and procedures.

4. Continuing Communication

The RAPYHT Replication Specialist will be available for communication between site visits via telephone contact if needed. At least one follow-up contact will be made to the replication site the year immediately following the completion of RAPYHT training. Should any questions or concerns arise after the conclusion of RAPYHT training and becoming a replication site, the replication site may contact either the Replication Specialist or the Assistant Director of the RAPYHT project at the University of Illinois for assistance.